

# *EaD Comprehensive Lesson Plans*



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**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 5**

<b>Strand:</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Grammar Usage</li> <li>• Writing</li> <li>• Literature</li> </ul>	<b>Sub-Strand:</b>	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Grammar</li> <li>• Text types and purposes</li> <li>• Narrative, drama and poetry</li> </ul>
<b>Content Standard:</b>	<p>B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece</p> <p>B7.3.1.6: Demonstrate mastery of use of active and passive voice</p> <p>B7.4.2.2: Apply writing skills to specific life situations</p> <p>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</p>		
<b>Indicator (s)</b>	<p>B7.2.2.2.1. Determine and analyze central and supporting ideas of texts</p> <p>B7.3.1.6.1. Use passive sentences for a range of function</p> <p>B7.4.2. 2.4 Write articles on given issues for publication in class and club magazines</p> <p>B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)</p>		
<b>Week Ending</b>			
<b>Class</b>	B.S.7	<b>Class Size:</b>	<b>Duration:</b>
<b>Subject</b>	English Language		
<b>Reference</b>	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook		
<b>Teaching / Learning Resources</b>	Reading Book, Poster, Pictures, Word Chart, Sentence Cards	<b>Core Competencies:</b>	<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Critical Thinking and Problem Solving</li> <li>• Personal Development and Leadership</li> </ul>
<b>DAY/DATE</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>

<p><b>MONDAY</b></p>	<p><b>Strand:</b> Reading</p> <p><b>Sub-Strand;</b> Summarizing</p> <p>Select a reading text from the reading Textbook for Learners read.</p> <p>Discuss with Learners the meanings of keywords or vocabularies in the text</p>	<ol style="list-style-type: none"> <li>1. Select a model reader to read the passage aloud to the class.</li> <li>2. Assist individual Learners to read the passage silently for understanding.</li> <li>3. Learners brainstorm to identify main ideas in each passage of the text.</li> <li>4. Assist Learners to identify supporting details and how they relate to main details in texts.</li> </ol> <p><b>Supporting Details Process</b></p> <p>Use a three-step process to identify supporting details.</p> <p><b>Step 1: Identify the topic.</b> To identify the topic of a reading, ask yourself, "What is this about?" The answer provides the topic of the reading. It does not need to be a complete sentence, and it is usually no longer than two or three words.</p> <p><b>Step 2: Identify what the author is saying about the topic.</b> To identify what the author is saying about the topic, ask yourself, "What does the author want me to know about the topic?" Again, this does not need to be a sentence and is generally five to seven words long.</p> <p><b>Step 3: Identify details that support or explain the main idea.</b> To find the main idea, first take your answer from Step 1, add it to your answer from Step 2, and then find a phrase or sentence in the first part of the reading that most closely matches your answers. This will be the main idea of the reading. To identify major supporting details that support that main idea, ask yourself, "What else in the reading helps me to understand the author's main idea?" To identify minor supporting details, ask of each major detail, "What else in the paragraph helps me to understand this major supporting detail?" Be aware that not all major details require further explanation, so they will not all have minor details supporting them.</p> <p><b>Main ideas are often found:</b></p>	<p>Through questions and answers, conclude the lesson.</p>
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		<ul style="list-style-type: none"> <li>• at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.</li> <li>• in the concluding sentences of a paragraph</li> </ul>					
<p><b>WEDNESDAY</b></p>	<p><b>Strand: Grammar Usage</b></p> <p><b>Sub-Strand;</b> Grammar</p> <p>Learners brainstorm to construct active voice sentences.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to reconstruct active sentences into passive voice.</li> <li>2. Discuss with Learners about the functions in a passive sentence.</li> <li>3. Through peer-to-peer conversations, Learners brainstorm to use active an passive voice in conversations.</li> </ol> <p><b>What Is Passive Voice?</b></p> <ul style="list-style-type: none"> <li>• The <i>voice</i> of a verb refers to the subject that is <b>performing the verb</b>, or the subject that is having the <b>verb done to them</b>.</li> <li>• The <i>passive voice</i> structure is <b>direct object-verb-subject</b>.</li> <li>• Unlike active voice, <i>passive sentences</i> emphasize the <b>result of the action</b>. <ul style="list-style-type: none"> <li>○ Active: <i>The bird ate the seeds.</i></li> <li>○ Passive: <i>The seeds were eaten by the bird.</i></li> </ul> </li> </ul> <p><b>Examples of sentences in both <i>active and passive voice</i>:</b></p> <table border="1" data-bbox="989 1252 1671 1458"> <thead> <tr> <th data-bbox="989 1252 1360 1341">Active</th> <th data-bbox="1360 1252 1671 1341">Passive</th> </tr> </thead> <tbody> <tr> <td data-bbox="989 1341 1360 1458"><i>We <b>ordered</b> takeout.</i></td> <td data-bbox="1360 1341 1671 1458"><i>Takeout <b>was ordered</b> by us.</i></td> </tr> </tbody> </table>	Active	Passive	<i>We <b>ordered</b> takeout.</i>	<i>Takeout <b>was ordered</b> by us.</i>	<p>Reflect on the functions of passive voice sentences.</p> <p><b>Exercise;</b></p> <ol style="list-style-type: none"> <li>1. Write 10 examples of passive voice sentences.</li> <li>2. Write 2 functions of passive sentences.</li> </ol>
Active	Passive						
<i>We <b>ordered</b> takeout.</i>	<i>Takeout <b>was ordered</b> by us.</i>						

		<p>People from all over the world <b>love</b> the band.</p> <p>The fire <b>destroyed</b> many houses.</p> <p>The substitute teacher <b>will provide</b> instructions.</p> <p>The students are <b>learning</b> Spanish.</p>	<p>The band <b>is loved</b> by people all over the world.</p> <p>Many houses <b>were destroyed</b> by the fire.</p> <p>Instructions <b>will be provided</b> by the substitute teacher.</p> <p>Spanish <b>is being learned</b> by the students.</p>	
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<b>THURSDAY</b>	<p><b>Strand:</b> Writing</p> <p><b>Sub-Strand;</b> Text types and purposes</p> <p>Through questions and answers, review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to identify examples of topics for writing articles.</li> <li>2. Discuss with Learners about the purpose of article writing.</li> <li>3. Learners brainstorm to write using a variety of strategies to write an article on a given topic.</li> </ol> <p><b>What is Article Writing?</b></p> <p>Playing a major role in society, an article is a piece of information that is written to influence or provide information to people at large. The form and the style of article writing may vary from one topic or writer to another. Yet, an ideal article provides all the relevant factual information to the people which catches their attention, allows them to think and triggers them to act. There are several types of articles, including:</p> <ul style="list-style-type: none"> <li>• <b>Expository article</b> – The most common type of article, which allows the writer to disseminate information on any topic without imposing their own opinions.</li> </ul>	<p>Learners in small groups to discuss and write articles of different lengths on given issues for publication in the school’s magazine.</p>
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- **Argumentative article** – An article in which the author poses a problem or issue, proposes a solution and provides arguments to support why their suggestions/solutions are good.
- A **narrative article** is one in which the author is required to narrate primarily in the form of a story.
- **Descriptive article** – An article written to provide a vivid description that allows readers to visualise what is being described. Using the appropriate adjectives/adjective phrases will assist you in writing a descriptive article.
- **Persuasive article** – An article written to persuade or convince readers to accept an idea or a point of view.

#### **Objectives of Article Writing**

An article must be written with the following objectives in mind:

- It should bring the topic or subject of interest to the foreground.
- The article must discuss all the necessary information.
- It must make or suggest recommendations to the readers.
- It must be eligible to have an impact on the readers and make them think.
- The article must cover a wide range of topics, including people, places, emerging challenges, and technological advancements.

#### **Tips for Writing a Good Article**

Here's a step-by-step guide with plenty of helpful hints to help you write an excellent article in no time:

- The first and most important thing to consider when you decide to write an article is whether or not you are well-versed in the subject matter.

- The second question you must answer is why you are writing the article.
- The next thing you must consider is the type of audience for whom you are writing the article because you will not be able to write it in a way that will entice them to read it unless you know your audience.
- The language you use is critical because the article would be unable to sell itself without proper spelling, grammar, punctuation, and sentence structure.
- Make use of keywords to attract a large number of readers.
- Maintain coherence between and within paragraphs.
- Regardless of the type of article, double-check the data and information you provide.
- Keep the title and description as brief and memorable as possible.
- Before it is published, it should be edited and proofread.

#### **Article Writing Format**

Whatever you wish to write, it is important for you to first know the structure of the article and then mention the details accordingly. Divided mainly into 3 sections- *Heading, Byline and Body*, let us have a look at the article writing format you should keep in mind while composing your piece of information.

#### **Heading or Title**

The first thing to be noticed and the most important component in article writing is the heading/title. To draw the attention of the readers, it is important to give a catchy heading of not more than 5 to 6 words to the article.

**Byline or Name of the Author**

		<p>Below the title comes the byline which states the name of the author who has written the article. This part helps the writer earn the actual credit that they deserve.</p> <p><b>Body of the Article</b>  The body consists of the main content of an article. Be it <b>story writing</b> or article writing, it is completely upon the author to fix the length of the composition and the number of paragraphs that would embed the information. Generally, an article contains 3 or 4 paragraphs wherein, the first paragraph introduces the readers to what the article will be about and all the prerequisite information. The second and third paragraphs will cover the crux of the topic and here, all the relevant data, case studies and statistics are presented. Following this, the fourth paragraph will conclude the article where the solutions to the problems, as presented in the second and third passages (if any) will be discussed.</p>	
<p><b>FRIDAY</b></p>	<p><b>Strand:</b> Literature</p> <p><b>Sub-Strand;</b> Narrative, drama and poetry</p> <p>Write a text of about three paragraphs on the chalkboard.</p>	<ol style="list-style-type: none"> <li>1. Learners brainstorm to identify literary devices used in the text.</li> <li>2. Discuss the functions of literary devices used in the text.</li> <li>3. Assist Learners to form sentences using examples of literary devices.</li> </ol> <p><b>The purpose of using literary devices in poetry;</b></p> <p>Writers commonly use literary devices in poetry to help make their points memorable or their language more evocative. You've likely used poetic devices without thinking about it, but deliberate use can make your writing even stronger! A little skillful use of spices and poetic devices goes a long way.</p> <ul style="list-style-type: none"> <li>❖ The <i>foil</i> is a structural-level literary device in which a supporting character forms a striking contrast to the main character. If the main character is intelligent but physically frail, the foil can be a brawny dimwit. This makes the</li> </ul>	<p>Reflect on the functions of literary devices in sentences.</p> <p><b>Exercise;</b></p> <p>Write 10 sentences using literary devices.</p>



		<p>characters seem more vivid and helps their attributes stand out.</p> <ul style="list-style-type: none"><li>❖ <i>Able-bodied antelopes ambled along the alleyway.</i></li></ul> <p><i>Alliteration</i> is a sentence-level literary device in which several (or all!) the words start with the same letter. It's especially common in poetry, and can range from extremely obvious (as in the sentence above) to much more subtle.</p> <ul style="list-style-type: none"><li>❖ <i>Alexander marched to Persia with a thousand spears at his back.</i></li></ul> <p>This is a <i>metonym</i> – a word-level literary devices in which a part stands in for the whole. In this case, the spear is <i>part</i> of the armed soldier. So the sentence really means that there are a thousand soldiers <i>carrying</i> spears, but expressing it this way is more poetic and evocative.</p>	
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**Name of Teacher:**

**School:**

**District:**